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| Name: Melissa Poland Date: April 18, 2015 Lesson Title: Synonyms and Antonyms  Grade Level: 4th Grade  Length of Lesson (Minutes): 45 Minutes |
| **Common Core State Standards or State Standards** |
| **English Language Arts Standards » Language » Grade 4**  **Vocabulary Acquisition and Use:**  [CCSS.ELA-Literacy.L.5.5](http://www.corestandards.org/ELA-Literacy/L/5/5/) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  [CCSS.ELA-Literacy.L.5.5.c](http://www.corestandards.org/ELA-Literacy/L/5/5/c/) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  [CCSS.ELA-Literacy.L.4.4](http://www.corestandards.org/ELA-Literacy/L/4/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  [CCSS.ELA-Literacy.L.4.4.c](http://www.corestandards.org/ELA-Literacy/L/4/4/c/) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **English Language Arts Standards » Speaking & Listening » Grade 4** **Comprehension and Collaboration:** [CCSS.ELA-Literacy.SL.4.1](http://www.corestandards.org/ELA-Literacy/SL/4/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  **English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading** **Craft and Structure:** [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Central Focus of Unit/Learning Segment** |
| Synonyms and Antonyms |
| **Lesson Objectives** |
| I can identify synonyms based on a text.  I can participate in group discussion to formulate a list of antonyms.  I can find synonyms and antonyms for given words.  I can categorize word pairs as synonyms and antonyms.  I can think critically to generate my own pair of synonyms and antonyms. |
| **Language Demands** |
| **Language Function & Key Learning Task**  **Function:** Categorize  **Key Learning Task:** Demonstrate an understanding of the relationship between words and their synonyms and antonyms and categorize words based on their relationships.  **Content/Academic Vocabulary**   1. Synonym - a word or phrase that means exactly or nearly the same as another word or phrase 2. Antonym – a word opposite in meaning to another 3. Similar – resembling another 4. Opposite - a person or thing that is totally different from or the reverse of someone or something else 5. Thesaurus – a book that lists synonyms and related concepts   **Discourse & Syntax**   1. Discourse   Students will be asked to repeat the vocabulary terms a number of times throughout the instructional procedure. The repetition of this terminology will reinforce the vocabulary and help improve comprehension and retention of the content of the lesson.  Students will be hearing the terms synonyms, antonyms, similar, and opposite during the reading, matching, and categorization activities of this lesson. Students will use the vocabulary terms as they complete their small group categorization activity. As students discuss each set of words, they will discuss whether they are antonyms or synonyms. Students may debate these words, trying to determine whether they have similar or opposite meanings.   1. Syntax   During the final part of the categorization activity, students will generate and write their own synonym word pairs and antonym word pairs.  **Supports**  *The Boy Who Cried Fabulous*, by Leslea Newman - This book will be used at the beginning of the book to introduce the concept of synonyms.  Synonym and antonym anchor charts will be posted for reference throughout the lesson.  A thesaurus will be available for use as a support during the group activity, where students will be expected to create their own pair of synonyms and antonyms.  Student-generated synonym/antonym categorization charts will be displayed in the classroom after completion and assessment for reference during future lessons. |
| **Materials/Resources** |
| * *The Boy Who Cried Fabulous*, by Leslea Newman * Synonym and Antonym Anchor Charts * Match-up word cards and wall labels: Slips of paper with words on them that create pairs or groups of synonyms. Wall labels will be posted around the room that have antonyms for each group of synonyms. (Example: Synonym groups may include the words friendly, respectful, polite, nice, and kind. One of the labels may have the antonym for that group: rude.) * Sorting word cards: cards with pairs of words that are either synonyms or antonyms * Categorization chart – one for each pair of students (small poster boards with 2 columns: synonyms and antonyms) * Glue sticks * Thesaurus (reference, as needed) |

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| **Assessment/Evaluation Criteria** |
| **Formative Assessment**  The teacher will assess student responses when recalling synonyms for the word ‘fabulous’ from the book during the opening part of the lesson. Also, the teacher will assess student responses at the same time when students are asked to think of additional synonyms that were not used in the book. Words should be relevant and correct.  The teacher will assess student responses when they are asked to list antonyms for the word fabulous. Words should be relevant and correct.  The teacher will assess students during the synonym and antonym match up activity. Students should correctly match up with the student that has a synonym for their word. Then, pairs of students will correctly locate an antonym for their words, as they will be posted around the room. Students will also be given a chance to peer check and self-monitor as they discuss the pairings as a class.  The teacher will assess the categorization charts students create in their small groups. Match up word cards should be pasted under the correct section of the chart. The teacher will be able to discuss with the small groups any misconceptions and incorrect responses while they create their charts, allowing them an opportunity to correct themselves and each other.  **Summative Assessment**  Students will generate their own pair of synonym and antonym word cards for their categorization charts. Mastery will be achieved if responses are correct on each student-generated word card and each word card is correctly categorized on their charts.  **Academic Feedback**  Academic feedback will be given during the group activities (match up and categorization) during group discussions, which will allow students to peer check and self-monitor. The teacher will give feedback and make corrections as necessary. The teacher will give verbal feedback on the student-generated word cards, making sure their contributions are correct. For students who do not reach a level of mastery, individual feedback sessions may be held to further clear up misunderstandings. Students will be given the opportunity to redo any incorrect responses. |

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| **Instruction (45 Minutes)** | **Higher-Order Thinking Questions** |
| **Set/Hook/Motivator (8 minutes)**  Read *The Boy Who Cried Fabulous,* by Leslea Newman aloud to the class. As the book is read, the students should discover the main character’s overuse of the word “fabulous”. After the main character is banned from using the word fabulous, ask the students to listen for the words he uses in its place.  (marvelous, wonderful, elegant, dazzling, glorious, magical, splendid, luscious, stunning, thrilling, brilliant)  *\*Appeals to Howard Gardner’s Multiple Intelligences linguistic learning style.* |  |
| **Instructional Procedures (10 minutes)**  Ask the students to recall the different words the character used that have a similar meaning as fabulous. List these words on the board.  (marvelous, wonderful, elegant, dazzling, glorious, magical, splendid, luscious, stunning, thrilling, brilliant)  Identify these words as synonyms, as they all have similar meanings. Introduce the synonym anchor chart. Be sure to emphasis the /s/ in ‘synonym’, ‘same’ and ‘similar’ as a way to help students connect the two word meanings. Have students repeat the word synonym throughout the lesson to reinforce this vocabulary word.  \**Exercises the Cognitive Domain as set forth in Bloom’s Taxonomy (Knowledge and Analysis categories)*  *\*Facilitating learning as students make connections on their own or in group settings in this way is keeping with Vygotsky’s Theory of Constructivism*.  Discuss antonyms and what they are. Introduce the antonym anchor chart. Be sure to stress that antonyms have opposite meanings, having students repeat the word a number of times to reinforce it as a vocabulary word. Allow students to suggest antonyms for fabulous. List them on the board.  (may include bad, plain, normal, ordinary, regular, usual, common, simple, boring, standard, typical, etc.)  \**Facilitating critical thinking in this way is keeping with Vygotsky’s Theory of Constructivism.*  **Match-Up Activity (12 minutes)**  Post the match-up activity wall labels around the room sporadically. Give each student a match-up word card. Instruct students to match up with their synonym partner(s) by finding someone who has a word that is a synonym for the word they have. Pairs or groups of students should stand together until all students have found their matches.  Once all synonyms have been matched, instruct students to remain in synonym pairs/groups to find their antonym location. Each group of students with synonyms will find an antonym for their words posted somewhere around the room. After each group of students have settled into a location, review the word relationships with the class. Ask the class if they agree that the words are synonyms/antonyms. The teacher will evaluate responses, discuss discrepancies, and correct as necessary.  \**Schema is activated and scaffolding is applied as students use newly learned vocabulary and previous knowledge of words/meanings to complete this activity.*  *\*Appeals to Howard Gardner’s Multiple Intelligences bodily/kinesthetic, interpersonal, and application learning styles.*  *\*The group discussion described here exercises the Cognitive Domain as set forth in Bloom’s Taxonomy (Evaluation category) and is keeping with Vygotsky’s Theory of Constructivism*. | What are some synonyms for fabulous that are not used in the book?  Why are synonyms important? How does the use of different words make reading more fun?  What are some antonyms for the word fabulous? How does this change the meaning of one of the sentences from the book that uses the word fabulous?  Can you think of other synonyms for your words?  Can you think of other antonyms for your words?  Can you use your word in a sentence, and replace it with a synonym or antonym? Does this change the meaning? How? |
| **Closure (15 minutes)**  **Categorization Activity (15 minutes)**  Group students into small groups. Give each group of students a categorization chart, a glue stick, and a set of sorting word cards. Have students categorize each word card into the synonym or antonym column of their chart and glue them onto the poster board. The teacher will evaluate categorization and give feedback as necessary  Once all the word cards have been glued on the poster board, students will use the blank word cards to create their own pair of synonyms and antonyms. After writing their word pairs on the blank word cards, students will glue them into the correct column on their categorization chart. Students may use a thesaurus for reference if necessary or desired. The teacher will demonstrate and explain how to use a thesaurus if necessary. Teachers will assess student-generated responses and give feedback as necessary.  \**Appeals to Howard Gardner’s Multiple Intelligences visual/spatial and interpersonal learning styles.*  *\*Exercises the Cognitive Domain as set forth in Bloom’s Taxonomy (Application, Knowledge and Comprehension categories)*  Once categorization charts are complete, students will turn in their charts, put away their glue sticks, and return to their seats.  After allowing the teacher time to check for correctness, display the charts for students to use as supports in future lessons. | Can you use the thesaurus to find and develop an understanding an unfamiliar word? |

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| **Adaptations to Meet Individual Needs** |
| High-Level Learners:  High-level learners will be given more challenging words during the match up activity and the categorization activity. In cases where there are extra words during the match up activity, the high-level learners may be given two words to match. During the categorization activity, they will be encouraged to use the thesaurus to extend their thinking and vocabulary when generating their own word pairs.  On-Level Learners: On-level learners will be given words that are appropriate for their level of learning during the match up and categorization activities. During the categorization activity, they will be encouraged to use the thesaurus to extend their thinking and vocabulary when generating their own word pairs.  Struggling Learners: Struggling learners will be given words that are appropriate for their level of learning during the match up activity. During this activity, they will be paired with on-level or high-level learners in order to receive peer support if needed. Also, during the categorization activities, these students will be paired with high-level learners in order to receive peer support as needed.  English Language Learner:  English language learners will be given words that are printed in English as well as in their native language. When advantageous, illustrations may be used in conjunction of the two languages. In addition to English, anchor charts will also be posted in their native language.  Other individual needs of the students/class you are teaching? Students who have behavioral management issues will be given specific tasks to do throughout this lesson. This will keep them focused on the task at hand and will limit the disturbances this student may cause during transition times. These tasks may include handing out categorization charts, glue sticks, word cards, or collecting these items after the activity is complete. |
| **Management/Safety Issues** |
| Students will be moving around during the synonym/antonym matchup activity. At no time will running be permitted.  Students will be expected to maintain an acceptable noise level that is appropriate for indoors but also allows students to conduct the necessary conversations to achieve their learning objectives.  In cases where students do not adhere to the management and safety guidelines (and keeping with the current, mentor-established classroom management system), their names will be written on the board and increments of time will be taken from their recess. |
| **Rationale/Theoretical Reasoning** |
| **Rationale**  “The formal study of words has moved away from the practice of creating a large list of disconnected and de-contextualized words that is presented to students on Monday and tested on Friday, to practices that stress conceptual knowledge of words and how words are related. Research recommends that students learn fewer words but that they know how words and the English languages work so that they can infer the meanings of new words. Interacting with words in multiple ways and in varied contexts results in durable word learning.”  This lesson allows students to interact with lesson content through read alouds, a matching activity, a categorization activity, student generated examples, and peer discussions.  **Instructional Practices**  “Just like with reading instruction, vocabulary instruction should involve cognitive skills instruction. We want students to draw on their background knowledge, be metacognitive as they encounter new words, notice things about words, predict and infer meanings, question the use of specific words, analyze words and parts of words, make judgments about the selection and use of certain words, and evaluate their use of words and how words are used by others. Instruction should include opportunities for students to work with words in multiple ways, including identifying synonyms and antonyms, looking for roots and using cognates, and connecting new words to known words.  Vocabulary instruction should support students as independent learners by helping them develop strategies for learning words that can be applied in any context and as they move through their educational careers. Instruction should include the following aspects of words and language usage:   1. Word families, 2. Affixes, 3. Synonyms and antonyms, 4. Cognates, 5. Multiple meanings, and 6. Idioms and figurative speech.”   **Word Learning:**  “Rote memorization does not help students retain vocabulary knowledge over time, but activities that provide them with opportunities to work frequently with words and concepts and connect them to other words and concepts do result in more sustained learning. Teachers should create both direct and incidental word learning opportunities by using and discussing words in casual interactions as well as providing explicit vocabulary instruction. Word learning can be fun, engaging, and interesting when it involves games and hands-on strategies. Active learning strategies to support students’ vocabulary growth include the following activities:   1. Reading 2. Writing 3. Listening 4. Discussing words and language 5. Acting out words 6. Visual imagery (visually representing a word and its meaning), 7. Classifying words by parts of speech, meaning, pronunciation, endings, root, emotion, etc. 8. Semantic word mapping (connecting words or concepts using a graphic organizer 9. Semantic feature analysis (an examination of related concepts) 10. Morphemic analysis (finding small units of meaning in a word)”   This lesson allows for both direct and incidental comprehension of word relationships by combining the instructional portion of the lesson (read aloud and vocabulary discussions) with different hands-on experiences for the students.  **Read Alouds:**  “Most word learning is achieved incidentally and through context, particularly through oral language and listening to texts read aloud. Read alouds are most often found in the primary grades, but they can be effective with any age group, depending on how the teacher structures the word-learning component of the Read Aloud. Read alouds are appropriate for all ages, because the language used in books is more formal and contains more sophisticated syntax and word choices than every day conversation. Teachers can explain words and concepts in child-friendly terms and augment these concepts with comprehension questions throughout the reading process. Read alouds are an opportune time to encourage students’ active engagement in discussing the meanings of the new words and concepts. Teachers reinforce the vocabulary learned during Read alouds during other times of the day and allow students to further explore connections to the new words and concepts.”  This is accomplished in this lesson during the read aloud of “The Boy Who Cried Fabulous”.  **Theory**  “The **Constructivism** learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education.  The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture, the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following the theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher", but also a mentor, a consultant, and a coach.”  In this lesson, the teacher will facilitate learning throughout. In the initial part of the lesson, the students will pull from the text words that are synonyms for the word ‘fabulous’. The teacher will facilitate critical thinking as students participate in a group discussion to utilize critical thinking skills to determine antonyms for the word fabulous. During the synonym/antonym match up activity, students must analyze their word for possible synonyms/antonyms and consider their classmates’ words as possible matches. During the sorting activity, the students will be challenged to correctly categorize words based on their prior knowledge, peer conversations, and critical thinking skills.  **“Bruner** was one of the major contributors of constructivist theory and is credited with coining the term “**scaffolding**”. Bruner's theoretical framework is based on the theme that learners construct new ideas or concepts based upon existing knowledge. Learning is an active process. Facets of the process include selection and transformation of information, decision making, generating hypotheses, and making meaning from information and experiences.   Bruner's theories emphasize the significance of categorization in learning. "To perceive is to categorize, to conceptualize is to categorize, to learn is to form categories, to make decisions is to categorize." Interpreting information and experiences by similarities and differences is a key concept.”  This lesson employs the method of Jerome Bruner’s term, **scaffolding**. Students will discover the meaning of the word synonym and master it during the reading of the story as they select text-based words for the word ‘fabulous’. They will then build off that knowledge to critically think of antonyms for the same word. The rest of the lesson will allow students to practice word relationships and build on previously mastered material as they categorize pairs of words.  “**Howard Gardner** of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."  Gardner says that these differences "challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well.” Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means. The learning styles are as follows:”  **“Visual-Spatial** - think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.” \*As seen in the categorization activity.  **“Bodily-kinesthetic** - use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, role playing. Tools include equipment and real objects.” \*As seen in the match up activity.  **“Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.”  **“Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.” \*As seen in the whole class discussion and small group activities  **“Intrapersonal** - understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.?  **“Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.” \*As seen in the read aloud.  **“Logical -Mathematical** - reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.””  This lesson touches a few of the **multiple intelligences**: Visual/Spatial (building the categorization chart), Bodily/Kinesthetic (moving and interacting during the match up activity), Interpersonal (social interaction during the word match up activity and group word during the word sort/categorization activity), and Linguistic (reading together as a class and discussing the text evidence together).  “**Bloom's Taxonomy** was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes. The committee identified three domains of educational activities or [learning](http://www.nwlink.com/~donclark/learning/learning.html) (Bloom, et al. 1956):   * **Cognitive**: skills that revolve around knowledge, comprehension and critical thinking of a particular topic * **Affective**: Skills that describe the way people react emotionally and their ability to feel another living thing’s pain or joy; usually targets the awareness and growth in attitudes, emotions, and feelings * **Psychomotor**: skills to physically manipulate a tool or instrument; usually focus on change and/or development in behavior and/or skills.”   This lesson activates the cognitive domain of Bloom’s Taxonomy. This domain is broken into several categories: A brief breakdown of these categories is as follows:   * “Knowledge – Exhibit memory of previously learned materials be recalling facts, terms, basic concepts and answers. * Comprehension – Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. * Application – Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. * Analysis – Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. * Synthesis – Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. * Evaluation – Present and defend opinions by making judgements about information, validity of ideas or quality of word based on a set of criteria.”   Students will recall information from the text as it pertains to the synonyms of the word ‘fabulous’ (the Knowledge category). They will make inferences and find evidence to support this information (the Analysis category) as they listen to the book being read aloud. Students will demonstrate comprehension during the word matchup activity as well as the word sort activity (the Comprehension category). Students will use new knowledge as they create their own pair of synonyms and antonyms during the categorization activity (the Application category). Students will defend their opinions as they discuss with the class their reasoning after completing the word match up activity and the categorization chart activity (the Evaluation category).  **Common Misconceptions or Difficulties**  Students oftentimes confuse synonyms and antonyms. They have trouble remembering which one means ‘similar’ and which means ‘opposite’. This lesson will provide students ample practice distinguishing between the two, as well as provide anchor charts that emphasis the characteristics of each.  Students may not be aware of the purpose of a thesaurus or how to use it. This lesson provides students the opportunity to learn how to do so. |
| **References** |
| Anchor Charts: https://www.pinterest.com/offsite/?token=229-869&url=http%3A%2F%2Fwww.teacherspayteachers.com%2FProduct%2FVocabulary-Posters-1729779&pin=255508978835655226  Categorization sort activity: <http://onceuponafirstgradeadventure.blogspot.com/search/label/and%20Folds>  Vocabulary Definitions: Google Translate  Rationale: <http://massreading.org/wp-content/uploads/2013/08/vocpaper.pdf>  Theory, Constructivism: http://www.teach-nology.com/currenttrends/constructivism/  Theory, Scaffolding: http://www.lifecircles-inc.com/Learningtheories/constructivism/bruner.html  Theory, Multiple Intelligences: <http://www.tecweb.org/styles/gardner.html>  Theory, Bloom’s Taxonomy: <http://www.nwlink.com/~donclark/hrd/bloom.html>  Theories of Development PowerPoint provided by Dr. Buddy Martin  *Information quoted in the Rationale and Theory sections were taken directly from the above sources.* |
| **Reflections/Future Modifications** |
| (*To what extent did the class learn what you intended them to learn? Describe student progress toward mastery of objectives. What trends can you identify*?)  The class was able to successfully connect the meaning of a synonym by using the book *The Boy That Cried Fabulous*, by Leslea Newman as a model. The students were able to be engaged with the story in which they saw examples of synonyms in action, as the character searched for words to use in place of the forbidden word ‘fabulous’. Once the students understood the concept of synonyms, they were able to make connections with the concept of an antonym by searching for antonyms for fabulous. I think this was an effective way to introduce the concept.  I also think the activities were good methods of practice for them that, for the most part, achieved the intended learning objectives.  The biggest struggle I saw, however, was with finding pairs of synonyms and antonyms of their own. Some students mistook different parts of speech (such as the verb form and noun form of the same word) as synonyms and viewed objects (such as dog and cat) as antonyms. Giving individual feedback and encouraging the use of a thesaurus helped the students clear up these misunderstandings. I do think a little more practice and reinforcement of this would benefit the struggling students.  (*How did students use the language function, vocabulary, syntax, and discourse that you identified in the Language Demands section of this lesson plan*?)  Students repeated the words ‘synonym’ and ‘antonym’ as a class several times throughout. During group work, I was able to walk around and listen to their discussions regarding the activities. During the matchup activity, I heard students discussing the meanings of their given word and trying to determine which had the “same meaning” as their word. When reviewing each set of words, I prompted the students to tell me their group of synonyms or their antonym match. In hindsight, I think it would have been more beneficial to them if I had not given those prompts and instead required them to introduce the group of words as such. This would have allowed them to use discourse a little more.  Students were also discussing whether the word pairs belonged in the synonym column of their categorization chart or not as I had hoped they would do. When I heard them say, “These words mean the same”, I would ask them to tell me whether that meant they were synonyms or antonyms.  After the lesson concluded, I displayed their charts in the hallway outside the classroom. They were all very so excited to see them on display that at different times during the day they would examine their classmates’ charts and talk about the words they generated. A few of them even came up with additional word pairs and asked me if they were synonyms/antonyms and if they were correct about which side of the chart the words belonged on.  (*What will be your next steps instructionally? What goals do you have for immediate and long-term re-teaching and instruction based on feedback you provided to students with varied needs*?)  My next step would be to have the students generate antonyms and synonyms in context (for example, replacing selected words in a short story to a synonym or antonym in order to assess any change in meaning). This would allow students to practice using the thesaurus and gain more practice generating word pairs (with which some struggled during the activity). My goals would be for them to understand the difference between words that are simply different (dog, cat) and words that have different meanings. I think a separate lesson on the different parts of speech would be beneficial, as some of the students did not recognize words like adjective and adverb as I used them to correct their misconception that different parts of speech were synonyms. Long-term instruction would include introducing the different ‘shades’ of meaning (for example, warm, hot, scorching) and generating a class anchor chart detailing the synonyms for commonly overused words (example: the word ‘said’ can be replaced with exclaimed, cried, shouted, etc.) I would like them to be able to use these shades of meaning to expand their vocabulary and participate effectively in creative writing practices in the future. (“*Research recommends that students know how words and the English languages work so that they can infer the meanings of new words. Interacting with words in multiple ways and in varied contexts results in durable word learning.” –Studies and Research Committee of the Massachusetts Reading Association)*  (*What did you learn about your students as learners? What have you learned about yourself as a teacher*?)  I learned that my students enjoy active engagement. I believe the use of interactive activities was beneficial. I felt that many of them were better behaved and stayed on task better during these activities than usual. A couple of my students have a really difficult time staying seated during the day; however, with this lesson they did not need to. I think they enjoyed being able to get up and move around.  I was pleasantly surprised to see how many of them really loved showing and telling about their work! I did not plan on letting them show their charts at the end of the lesson and it did cause me to go over my scheduled time limit. If given a chance to do it over, however, I think I would at least give them the option to show their work, regardless if it took a little extra time or not.  I learned that I need to work on relinquishing a little more control during activity times, as I found myself wanting to speak for them or guide them during discussion when they should have been given a little more freedom to figure things out on their own. Also, I should have thought to bring a clock or a timer, as my classroom does not have one. I did a poor job at managing the time limits I had set for different activity segments.  Other notes upon reflection: I allowed the students to write words on the board while generating the synonym/antonym chart based on the book. I am not sure how successful this was, as it was a little more time consuming than I anticipated and some of the spelling was difficult for the selected students. Students who struggled with spelling were able to use the book to guide their spelling, but it may have been better for me to take control of this and allow the students to just focus on recalling the synonyms and generating the antonyms. Also, I would have liked to incorporate vocabulary words into this lesson, but no new learning was taking place so there were none to incorporate.  (*Provide principles from research and/or theory specific to the content of your learning segment and students’ needs to support your statements*.) |